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Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development

Plan of Action for the third phase (2015–2019) of the World Programme for Human Rights Education

Report of the Office of the United Nations High Commissioner for Human Rights

Summary

In accordance with Human Rights Council resolution 24/15, the Office of the United Nations High Commissioner for Human Rights (OHCHR) prepared, in the first quarter of 2014, a draft plan of action for the third phase (2015–2019) of the World Programme for Human Rights Education on the basis of, inter alia, relevant United Nations instruments and documents, the plans of action for the first (2005–2009) and second (2010–2014) phases of the World Programme and OHCHR and other United Nations published material.

In April and May, the draft plan of action was submitted for review to States, relevant intergovernmental organizations, including the United Nations Educational, Scientific and Cultural Organization (UNESCO), national human rights institutions and civil society. As of 4 July, OHCHR had received 30 replies with comments, which have been taken into consideration in the final text, which constitutes sections II to V of the present report.

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I. Introduction

A. Context and definition of human rights education

1. The international community has increasingly demonstrated consensus regarding the fundamental contribution of human rights education to the realization of human rights. Human rights education is aimed at developing an understanding of our common responsibility to make human rights a reality in every community and in society at large. In that sense, it contributes to the long-term prevention of human rights abuses and violent conflicts, the promotion of equality and sustainable development and the enhancement of participation in decision-making processes within a democratic system.

2. Provisions on human rights education have been incorporated into many international instruments and documents, including the Universal Declaration of Human Rights (art. 26); the International Convention on the Elimination of All Forms of Racial Discrimination (art. 7); the International Covenant on Economic, Social and Cultural Rights (art. 13); the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (art. 10); the Convention on the Elimination of All Forms of Discrimination against Women (art. 10); the Convention on the Rights of the Child (art. 29); the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (art. 33); the Convention on the Rights of Persons with Disabilities (arts. 4 and 8); the Vienna Declaration and Programme of Action (Part I, paras. 33–34; Part II, paras. 78–82); the Programme of Action of the International Conference on Population and Development (paras. 7.3 and 7.37); the Durban Declaration and Programme of Action (Declaration, paras. 95–97; Programme of Action, paras. 129–139) and the outcome document of the Durban Review Conference (paras. 22 and 107); and the 2005 World Summit Outcome (para. 131).

3. In December 2011, the General Assembly adopted, without a vote, the United Nations Declaration on Human Rights Education and Training. The Declaration states that human rights education provides persons with knowledge and skills and develops their attitudes and behaviours so as to empower them to enjoy and exercise their rights, and to respect and uphold the rights of others (art. 2). It affirms that States, and where applicable relevant governmental authorities, have the primary responsibility to promote and ensure human rights education and training, and that States should create a safe and enabling environment for the engagement of civil society and other relevant stakeholders in those processes (art. 7).

4. In accordance with those instruments, which contain elements of a definition of human rights education agreed upon by the international community, human rights education can be defined as any learning, education, training or information efforts aimed at building a universal culture of human rights, including:

(a) Strengthening respect for human rights and fundamental freedoms;

(b) Fully developing the human personality and sense of dignity;

(c) Promoting understanding, tolerance, respect for diversity, gender equality and friendship among all nations, indigenous peoples and minorities;

(d) Enabling all persons to participate effectively in a free and democratic society governed by the rule of law;

(e) Building and maintaining peace;

(f) Promoting people-centred sustainable development and social justice.

5. Human rights education encompasses:

(a) Knowledge and skills — learning about human rights and human rights mechanisms and acquiring skills to apply them in a practical way in daily life;

(b) Values, attitudes and behaviour — developing values and reinforcing attitudes and behaviour which uphold human rights;

(c) Action — taking action to defend and promote human rights.

6. With a view to encouraging human rights education initiatives, Member States have adopted various specific international frameworks for action, such as the World Public Information Campaign on Human Rights (1988, ongoing), focusing on the development and dissemination of human rights information materials; the United Nations Decade for Human Rights Education (1995–2004) and its plan of action, encouraging the elaboration and implementation of comprehensive, effective and sustainable strategies for human rights education at the national level; the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001–2010); the United Nations Decade of Education for Sustainable Development (2005–2014); and the International Year of Human Rights Learning (2008–2009). Other international frameworks which promote, inter alia, human rights education include the International Decade for the Rapprochement of Cultures 2013–2022; the Education for All (2000–2015) movement; the Global Education First Initiative of the United Nations Secretary-General; and the post-2015 development agenda.

7. On 10 December 2004, the General Assembly proclaimed the World Programme for Human Rights Education. The World Programme, which began on 1 January 2005, is aimed at advancing the implementation of human rights education programmes in all sectors.

B. Objectives of the World Programme for Human Rights Education

8. The objectives of the World Programme for Human Rights Education are:

(a) To promote the development of a culture of human rights;

(b) To promote a common understanding, based on international instruments, of basic principles and methodologies for human rights education;

(c) To ensure a focus on human rights education at the national, regional and international levels;

(d) To provide a common collective framework for action by all relevant actors;

(e) To enhance partnership and cooperation at all levels;

(f) To survey, evaluate and support existing human rights education programmes, to highlight successful practices and to provide an incentive to continue and/or expand them and to develop new ones;

(g) To promote implementation of the United Nations Declaration on Human Rights Education and Training.

C. Principles for human rights education activities

9. Educational activities within the World Programme shall:

(a) Promote the interdependence, interrelatedness, indivisibility and universality of human rights, including civil, political, economic, social and cultural rights and the right to development;

(b) Foster respect for and appreciation of diversity, and opposition to discrimination on the basis of race, sex, gender, language, religion, political or other opinion, national, ethnic or social origin, disability or sexual orientation and on other bases;

(c) Encourage analysis of chronic and emerging human rights problems, including poverty, violent conflicts and discrimination, in the light of rapidly changing developments in the political, social, economic, technological and environmental fields, which would lead to responses and solutions consistent with human rights standards;

(d) Empower communities and individuals to identify their human rights entitlements and to claim them effectively;

(e) Develop the capacity of duty-bearers, in particular governmental officials, to meet their obligation to respect, protect and fulfil the human rights of those under their jurisdiction;

(f) Build on the human rights principles embedded within the differing cultural contexts and take into account historical and social developments in each country;

(g) Foster knowledge of, and the acquisition of skills to use, local, national, regional and international human rights instruments and mechanisms for the protection of human rights;

(h) Make use of participatory pedagogies that include knowledge, critical analysis and skills for action furthering human rights and that take into consideration the age and the cultural specificities of the learners;

(i) Foster teaching and learning environments free from want and fear that encourage participation, the enjoyment of human rights and the full development of the human personality;

(j) Be relevant to the daily life of the learners, engaging them in a dialogue about ways and means of transposing human rights from the expression of abstract norms to the reality of their social, economic, cultural and political conditions.

II. Third phase (2015–2019) of the World Programme for Human Rights Education: a plan of action to strengthen implementation of the first two phases and promote human rights training for media professionals and journalists

A. Scope

10. The first phase (2005–2009) of the World Programme was dedicated to the integration of human rights education in the primary and secondary school systems. The plan of action for its implementation (A/59/525/Rev.1) was adopted by the General Assembly in July 2005.

11. The second phase (2010–2014) of the World Programme was focused on human rights education in higher education and human rights training for teachers and educators, civil servants, law enforcement officials and military personnel at all levels. The plan of action for its implementation (A/HRC/15/28) was adopted by the Human Rights Council in September 2010.

12. In its resolution 24/15, the Council requested the Office of the United Nations High Commissioner for Human Rights (OHCHR) to prepare the present plan of action for the third phase (2015–2019) of the World Programme, devoted to strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists.

B. Specific objectives

13. In view of the overall objectives of the World Programme (see sect. I.B above), the present Plan of Action is aimed at achieving the following specific objectives:

(a) To strengthen implementation of human rights education in the primary and secondary school systems and in higher education, and human rights training for teachers and educators, civil servants, law enforcement officials and the military;

(b) With regard to media professionals and journalists:

(i) To highlight their role in the promotion and the protection of human rights;

(ii) To provide guidance on effective human rights training programming for media professionals and journalists;

(iii) To support the development, adoption and implementation of relevant sustainable training strategies;

(iv) To highlight the importance of enabling environments guaranteeing the protection and safety of media professionals and journalists;

(v) To facilitate support for human rights training for media professionals and journalists by local, national, regional and international organizations;

(vi) To support networking and cooperation among local, national, regional and international governmental and non-governmental institutions and organizations.

C. Action to strengthen implementation of human rights education in the primary and secondary school systems and in higher education, and human rights training for teachers and educators, civil servants, law enforcement officials and the military

1. Strategies

14. The present section examines strategies to strengthen implementation of human rights education in the target sectors highlighted during the first and second phases of the World Programme, which were the primary and secondary school systems, higher education, teachers and educators, civil servants, law enforcement officials and the military. The strategies identified by the Human Rights Council in resolution 24/15 are listed below.

Advancing implementation and consolidating the work done

15. Advancing and consolidating efforts undertaken during the first two phases of the World Programme require an assessment of the planning, coordination, implementation and

evaluation processes carried out during the first two phases and any related national implementation plan(s). Section III below offers guidance on how to undertake such an analysis, which can be compared with any baseline data collected in the first two phases in order to determine progress made.

16. Depending on the results of the analysis, strategies for advancing and consolidating current efforts can be developed and incorporated into the implementation plan for the third phase of the World Programme, including, but not restricted to, strategies concerning:

(a) New or revised laws and policies;

(b) Increased coherence between various human rights education components, such as training curricula, and teaching and learning content, practice and policies;

(c) Expansion of the presence of human rights education in curricula and related training;

(d) Improvements in the quality and impact of existing human rights education programming;

(e) Increased human and financial support;

(f) Putting in place effective and inclusive monitoring and assessment processes with regard to human rights education efforts that rely on appropriate indicators and data collection mechanisms and provide information for the ongoing improvement of programming;

(g) Increased coherence between human rights education efforts and other related efforts, for instance efforts to promote respect for diversity, a culture of peace and non-violence, civic education and global and citizenship education;

(h) High-quality and sustained human rights education and training through the fulfilment of the above tasks.

17. Strategies for advancing implementation and consolidating the work done should continue to incorporate a human rights-based approach to education and learning, as follows:

(a) "Human rights through education": ensuring that all the education components and processes, including curricula, materials, methods and training are conducive to learning about human rights;

(b) "Human rights in education": ensuring respect for the human rights of all actors, and the practice of rights, in the learning and working environment.

Providing human rights education and training for educators in formal and non-formal education and training, in particular those working with children and youth

18. Both the first and second phases of the World Programme highlighted the importance of human rights education and training for educators, meaning those who design, develop, implement and evaluate education activities in formal, informal and non-formal settings.[1] The plans of action for the first and second phases highlighted the fact that

[1] See the Plan of Action for the second phase (A/HRC/15/28), para. 14. In general, "formal education" refers to school, vocational training and university education; "non-formal education" refers to adult learning and forms of education that complement formal education, such as community service and extra-curricular activities; and "informal education" refers to activities developed outside the education system, such as those carried out by non-governmental organizations (Plan of Action for the first phase, Appendix, footnote 3).

teachers, higher education teaching personnel and other education staff have a major role and responsibility to transmit human rights values, skills, attitudes, motivation and practices, both in the performance of their professional responsibilities and in their function as role models. Accordingly, human rights education for those professional groups, aimed at fostering their knowledge about, commitment to and motivation concerning human rights, is a priority strategy of any human rights education programming in the formal education system. The same priority strategy applies, by analogy, to those performing the function of educators in other settings, in particular those working with out-of-school children and youth, as well as parents.

19. Strategies for the human rights education and training of educators may include the adoption of a comprehensive human rights training policy, the introduction of human rights and human rights education principles and standards into the training curriculum, the use and fostering of appropriate methodologies and assessment methods and the development of related resources.

20. Adopting a comprehensive human rights training policy for educators may include the following elements:

(a) Spelling out and adopting the internationally-agreed definition of human rights education and training as an empowering process transferring knowledge and developing skills, attitudes and behaviour which promote and protect human rights;

(b) Pre-service and in-service training, available to all educators, adapted to their particular culture, education and experience and based on training needs assessment;

(c) The training of trainers, in particular those delivering pre-service and in-service training, who should be qualified and experienced human rights education practitioners and should reflect the diversity of the learners;

(d) Considering human rights education as a criterion for the qualification, accreditation and career development of educational staff;

(e) Recognizing, accrediting and supporting non-governmental organizations and other sectors of civil society carrying out training activities in human rights education;

(f) Improving criteria and standards to evaluate training programmes and their implementation;

(g) Tackling the issue of creating enabling learning and working environments for educators, as human rights learning can take place effectively only where human rights are practised.

21. A human rights training curriculum for educators should include the following elements:

(a) Learning objectives that encompass knowledge, skills, attitudes and behaviour with respect to human rights and human rights education;

(b) Human rights principles and standards, as well as protection mechanisms in place in and beyond the communities where the educators are active;

(c) Rights and contribution of educators and learners in addressing human rights issues in the community where they live, including security issues;

(d) The principles for human rights education activities outlined in section I.C above;

(e) Appropriate methodology for human rights education which is participatory, learner-centred, experiential and action-oriented, and takes into account cultural considerations;

(f) Educators' social skills and leadership styles that are democratic and coherent with human rights principles;

(g) Information on existing teaching and learning resources for human rights education, including information and communication technologies, to build capacity to review and choose from among them as well as to develop new resources;

(h) Regular and motivating learner assessment, both formal and informal.

22. Training methodologies for training educators include participatory, learner-centred, experiential and action-oriented approaches and should address motivation, self-esteem and emotional development leading to human rights sensitization and action. Evaluation should be infused throughout the training process.[2]

Undertaking related research and mapping, sharing good practices and lessons learned, and sharing information among all actors

23. Research on existing materials, programmes and methodologies, and evaluation of related results should be undertaken or increased. Information gathered should be regularly shared with a view to improving and inspiring further programming.

24. Education and training resources and materials, lessons learned and examples of methodologically-sound practice should be shared locally, nationally and internationally. Dissemination channels include electronic and online channels, resource centres, databases and the organization of gatherings.

Applying and strengthening sound educational methodologies based on good practices and assessed through continued evaluation

25. Sound methodology is key to the success or failure of any educational effort. Effective human rights education is participatory, experiential, learner-centred, action-oriented and takes into account cultural contexts.

26. Evaluation is an essential component of any human rights education and training activity. In the context of human rights education, it represents a systematic undertaking aimed at gathering information about the impact, that is the extent of changes at the level of the learners, their organizations and their communities leading to greater respect for human rights, that can be reasonably connected with the education activity. Evaluation is an ongoing improvement process that takes place throughout human rights education programmes, and supports decisions about how to improve their effectiveness. For instance, evaluation of a human rights training course is not a matter of simply asking participants to fill out an evaluation questionnaire at the end; it has to start during the training planning phase, with a thorough needs assessment, and continue well after the end of the training course itself.[3]

Fostering dialogue, cooperation, networking and information-sharing among relevant stakeholders

27. Human rights education requires close cooperation and partnership within and among governmental agencies, national human rights institutions and civil society. It can be

[2] OHCHR, *Human Rights Training: A Manual on Human Rights Training Methodology* (HR/P/PT/6) (New York and Geneva, United Nations, 2000); OHCHR and Equitas – International Centre for Human Rights Education, *Evaluating Human Rights Training: A Handbook for Human Rights Educators* (HR/P/PT/18) (Montreal, Equitas, 2011).

[3] See OHCHR/Equitas, *Evaluating Human Rights Training*.

reinforced by a variety of actions aimed at connecting human rights education stakeholders: awareness-raising campaigns, national and local gatherings, "communities of practice", newsletters, websites and other electronic platforms, such as online discussion groups, as well as staff exchanges, in order to support mutual sharing of knowledge, lessons learned and good practices. Professional groups and the production of journals may be institutionalized in order to foster sustained scientific exchanges.

Furthering the integration of human rights education and training into school and training curricula

28. Strategies for integrating human rights education into the school curricula were presented in the appendix to the Plan of Action for the first phase of the World Programme (para. 5 (e)). During the third phase, depending on progress made in that area, further efforts should be made to increase the presence of human rights education in:

(a) The overall national curricula and educational standards;

(b) All curriculum subjects, including by identifying whether human rights education is subject-based and/or cross-curricular and whether it is obligatory or optional;

(c) Teaching and learning processes;

(d) Textbooks and teaching and learning materials;

(e) The learning environment;

(f) Vocational education and training.

29. Strategies for integrating human rights education into curricula for the training of educators, civil servants, law enforcement officials and the military were presented in the Plan of Action for the second phase of the World Programme (para. 33 (a)). During the third phase, depending on progress made in that area, further efforts could be made to increase the presence of human rights education in:

(a) Training standards;

(b) All curriculum subjects, including by identifying whether human rights education is subject-based and/or cross-curricular and whether it is obligatory or optional;

(c) Training and learning processes;

(d) Training and learning materials;

(e) The overall learning and working environment.

2. Actors

30. The main responsibility for advancing the implementation of human rights education during the third phase rests with:

(a) For primary and secondary education, ministries of education or equivalent institutions;

(b) For higher education, ministries of education or higher education or equivalent institutions, as well as higher education institutions and relevant training colleges, with varying levels of responsibility depending upon the degree of institutional autonomy;

(c) For the training of civil servants, law enforcement officials and the military, the ministries responsible for the civil service, law enforcement officials and the military; depending on arrangements in specific countries, they may be the ministry of public

administration, the ministry of the interior, the ministry of justice or the ministry of defence.

31. All actors should work together with other relevant government departments, such as finance ministries, and local government, and in close cooperation with national human rights institutions and civil society. Specific actors which should be involved in each sector covered by the first two phases of the World Programme are enumerated respectively in the plans of action for the first phase (sect. D, paras. 28–30) and second phase (sect. C.3, paras. 34–36 and sect. D.3, paras. 46–48).

D. Action to promote human rights training for media professionals and journalists

1. Background

32. The Human Rights Committee has defined journalism as "a function shared by a wide range of actors, including professional full-time reporters and analysts, as well as bloggers and others who engage in forms of self-publication in print, on the internet or elsewhere".[4] According to the General Assembly, "journalism is continuously evolving to include inputs from media institutions, private individuals and a range of organizations that seek, receive and impart information and ideas of all kinds, online as well as offline, in the exercise of freedom of opinion and expression".[5] That includes information shared through traditional channels or through the Internet and Internet communication technologies or social media, diffused by public and private media outlets, as well as by individuals who are engaged in journalism activities not formally employed by a media outlet.

33. For the purpose of the present Plan of Action, the term "media professionals" refers to persons supporting the work of media organizations, including reporters and analysts, but also other staff, such as technicians and administrators. "Journalist" refers to media workers and social media producers who produce significant amounts of journalistic material, as defined in paragraph 32 above.

34. With regard to human rights training for media professionals and journalists, the present Plan of Action draws on the principles and frameworks established by international human rights instruments and documents, including the Universal Declaration of Human Rights; the International Convention on the Elimination of All Forms of Racial Discrimination; the International Covenant on Civil and Political Rights and general comment No. 34 (2011) of the Human Rights Committee on article 19: Freedoms of opinion and expression; the International Covenant on Economic, Social and Cultural Rights; the Convention on the Rights of the Child; the Vienna Declaration and Programme of Action; the Convention on the Rights of Persons with Disabilities; the United Nations Declaration on the Rights of Indigenous Peoples; the United Nations Declaration on Human Rights Education and Training; the UNESCO Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War (hereafter "the UNESCO Declaration"); the UNESCO Recommendation on participation by the people at large in cultural life and their contribution to it; and other UNESCO documents. The present Plan of Action also draws on a number of relevant General Assembly and Human Rights Council resolutions. The

[4] See general comment No. 34 (2011) of the Human Rights Committee on article 19: Freedoms of opinion and expression, para. 44.

[5] General Assembly resolution 68/163, ninth preambular paragraph.

Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression also prepares regular reports, thematic or country specific, that include analysis and interpretation of relevant human rights standards. Beyond the United Nations system, regional instruments and mechanisms also provide relevant guidance.

35. Taken together, international instruments and documents highlight several issues related to journalism which States Members of the United Nations have emphasized. A first issue is the role of the media in democratic societies and, in particular, in promoting human rights, peace, democracy and development. Freedom of expression, including freedom to seek, receive and impart information through any media, as provided for in the International Covenant on Civil and Political Rights (art. 19), is a necessary condition for the realization of participation, transparency and accountability, which are, in turn, essential for the promotion and protection of human rights; and a free, uncensored and unhindered press or other media is essential in any society to ensure freedom of expression.[6] The Convention on the Rights of the Child highlights the role and responsibility of the mass media in disseminating information and material of social and cultural benefit to children, with due regard to the linguistic needs of children belonging to minority or indigenous communities (art. 17). The UNESCO Declaration states that mass media have an essential part to play in human rights education, particularly of young people, and can contribute effectively to counter "aggressive war, racialism, apartheid and other violations of human rights which are inter alia spawned by prejudice and ignorance" (art. III (2)). The International Convention on the Elimination of All Forms of Racial Discrimination recognizes that effective measures in the fields of education, teaching, culture and information can combat prejudices that lead to racial discrimination (art. 7).

36. States Members of the United Nations also recognize the role of diverse media in the realization of cultural rights. The UNESCO Recommendation on participation by the people at large in cultural life and their contribution to it highlights the role of the mass media as "instruments of cultural enrichment" owing in part to their role in the preservation and popularization of traditional forms of culture, and "by turning themselves into media for group communication and promoting direct participation by the people". The United Nations Declaration on the Rights of Indigenous Peoples recognizes the right of indigenous groups to establish their own media in their own languages; State-owned media should reflect indigenous cultural diversity and States should encourage privately owned media to adequately reflect it (art. 16).

37. United Nations instruments also specify the responsibility of media professionals and journalists to respect human rights in performing their functions. International human rights law recognizes that the exercise of freedom of expression carries with it special duties and responsibilities and may be subject to certain restrictions, for example on security and defamation grounds, following strict tests of legality, necessity and proportionality, as well as in relation to other standards, such as the right to privacy or the prohibition of hate speech. The Human Rights Committee, among other mechanisms, has provided extensive jurisprudence and authoritative guidance on those issues.

38. A major issue of concern to the international community is the protection and safety of journalists. Both the Special Rapporteur on extrajudicial, summary or arbitrary executions and the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression have highlighted the many challenges faced by journalists in carrying out their work, for instance when covering street protests and demonstrations or reporting on politically sensitive issues, such as human rights violations. The Special Rapporteur on the situation of human rights defenders has also provided

[6] See general comment No. 34 of the Human Rights Committee, paras. 3 and 13.

analysis and recommendations relative to selected groups of defenders at risk, including journalists and media workers. The Security Council has expressed deep concern and condemned the acts of violence and attacks in many parts of the world against journalists, media professionals and associated personnel in armed conflict. In numerous resolutions, the Security Council, the General Assembly and the Human Rights Council have condemned violence against journalists and called on Member States to ensure their protection, end impunity and prosecute those responsible. In conflict areas, journalists and media professionals enjoy specific protection under international humanitarian law.[7]

2. Strategies

39. As highlighted above, media professionals and journalists play a fundamental role in the promotion and protection of human rights. Effective human rights education fosters their knowledge about, commitment to and motivation concerning human rights. Human rights principles provide essential guidance for their professional performance and the work of media outlets, which can only take place in an enabling environment in which access to information, freedom of expression and safety are protected.

40. All journalists should be given equal human rights training opportunities. Human rights-related content and values, with an emphasis on contextual specificities, should be part of any formal training and/or certification and should also be made available through opportunities for ongoing professional development. Whereas all journalists should have basic human rights literacy, specialized courses, such as on human rights reporting, should also be made available to them.

41. A comprehensive approach to human rights training for media professionals and journalists would include action in the three areas listed below.

Policies and related implementation measures

42. If training is to produce the desired impact on professional performance, it must be clearly supported by and linked to corresponding policies and rules concerning not only training, but also the work of the profession in general. To that end, with regard to media professionals and journalists, the following strategies could be adopted:

(a) Reviewing existing education and training policies to make sure that they incorporate human rights training;

(b) Adopting policies that strengthen human rights education for media professionals, including policies on:

(i) Pre-service and in-service training of media professionals, including editors and others in decision-making positions within media outlets, through the inclusion of human rights curricula in formal educational institutions and in online and/or community-based education for working journalists;

(ii) Human rights education as a criterion for qualification, mentoring and career development;

(iii) Recognition and support to civil society, in particular media associations, carrying out human rights training activities;

(iv) Criteria and mechanisms for the evaluation of human rights training programmes;

[7] See the report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression (A/HRC/14/23).

(c) Training media professionals and journalists as trainers capable of sharing knowledge and skills with their colleagues, in order to ensure the broadest possible impact within the media professionals' community, with a focus on selecting those especially suited to cover issues related to groups in situations of vulnerability. Training-of-trainers programmes should include sessions on training methodology, outlined in paragraph 44 below, and the design of both training materials and training sessions;

(d) Introducing incentives for media professionals and journalists, especially those coming from groups in situations of vulnerability, to encourage their voluntary participation in human rights training programmes, and promoting their stories to a wide audience;

(e) Supporting the adoption of self-regulatory frameworks, such as codes of ethical conduct, and the establishment of bodies, such as media councils, to deliberate inter alia on training issues and standards;

(f) Reviewing regulations concerning the work of the media and journalists to make sure that they are not inconsistent with human rights standards and that they specifically promote the contribution of the profession to human rights.

Training processes and tools

43. Human rights education curricula for media professionals and journalists could include the following modules:

(a) A basic introduction to human rights, with information on:

(i) The role of media professionals and journalists in the promotion and protection of human rights;

(ii) International, regional and national human rights instruments and standards, including those protecting groups in situations of vulnerability;

(iii) International, regional and national governmental and other bodies, such as national human rights institutions, responsible for protecting and promoting human rights;

(iv) Human rights defenders and civil society organizations at the international, regional and national levels;

(b) Human rights of media professionals and journalists, with information on:

(i) International, regional and national instruments and standards relating to freedom of expression and the safety of media professionals and journalists;

(ii) International, regional and national mechanisms and procedures relating to freedom of expression and the safety of media professionals and journalists;

(c) Respect of human rights in journalistic practice, including:

(i) Human rights principles in journalism, including equality and non-discrimination, respect for dignity, participation, transparency and accountability;

(ii) International, regional and national instruments and standards on legitimate restrictions to freedom of expression;

(iii) Gender sensitivity;

(iv) Representative sourcing, including the use of information from a variety of sources to ensure a balanced approach;

(v) Human rights principles relevant to gathering and sharing information and reporting on human rights issues, concerns and violations, especially the "do no

harm" principle, confidentiality and protection of sources, victims and witnesses of violations;

(vi) Human rights standards and related skills with regard to dealing with and interviewing individuals who may be in situations of vulnerability and/or have experienced trauma, including respect for their dignity, privacy and safety, and how to ensure that informed consent has been obtained before publicizing identifying information;

(vii) Human rights standards and related skills involved in the use of "fixers", stringers, freelancers, interpreters and assistants in journalistic contexts, including ensuring their safety;

(viii) Human rights issues relating to the protection of journalistic sources and whistle-blowers, including how to protect sensitive data;

(d) Promotion of human rights by media professionals and journalists, addressing the selection and assessment of stories on the basis of their contribution and impact in relation to the protection and promotion of human rights, particularly with regard to "equality and non-discrimination, with a view to combating stereotypes and violence, fostering respect for diversity, promoting tolerance, intercultural and interreligious dialogue and social inclusion, and raising awareness of the universality, indivisibility and interrelatedness of all human rights among the general public";[8]

(e) Useful resources, including:

(i) Information on existing resources for human rights training related to the above-mentioned modules, to build the capacity of trainers to review and choose from among them as well as to develop new ones;

(ii) Information on resource materials for self-education, including handbooks, guides, guidelines, online platforms and human rights glossaries.

44. From a methodological perspective, strategies to ensure the effectiveness of human rights training programmes and courses for media professionals and journalists include the following:[9]

(a) Audience-specificity: training must be directly targeted and appropriately addressed to media professionals. A consultative training needs assessment should be organized in order to undertake an analysis of the professional duties, experiences, expectations, personal backgrounds and aspirations of learners, as well as their level of human rights knowledge and skills; to set up specific learning objectives, including desired post-training changes in participant knowledge, skills, attitudes and behaviour; to design an evaluation strategy, and in particular how the achievement of the learning objectives will be measured; and to assess other activities that should be implemented;

(b) Peer learning: much more can be accomplished through an approach that features journalists being trained by their peers as opposed to a teacher-student training model. The peer approach ensures trainers' access to the distinctive professional culture that surrounds a professional audience. Also, trainers should represent the diversity of learners, both in terms of journalists using different media, including online and multimedia, and belonging to different groups. Media practitioner trainers should be accompanied and supported by human rights experts, thus ensuring that human rights standards are fully and consistently reflected in the training process;

[8] Human Rights Council resolution 24/15, para. 3.

[9] See OHCHR, *Human Rights Training: A Manual on Human Rights Training Methodology*.

(c) Adult learning methodologies, in particular participatory and learner-centred approaches addressing motivation, self-esteem and emotional development leading to human rights awareness and action to protect and promote human rights;

(d) Experiential methods specifically for the training of journalists, such as the creation/use of media outlets during training, and the use of examples of good and of inappropriate reporting as a reference.

45. Education and training resources and materials, including online tools, should reflect the methodological principles highlighted above. Together with examples of methodologically sound training practice and lessons learned, they should be shared locally, nationally, regionally and internationally. Dissemination channels comprise electronic channels, resource centres, databases, the organization of gatherings and other means.

46. Carrying out research and evaluation, and sharing results, contribute to learning from practice and experience and would support improvement of human rights training programming.

47. International training activities and exchanges could be promoted among media professionals.

An enabling environment

48. Human rights learning can take place effectively only in an enabling environment where human rights are practised. Accordingly, ensuring that media professionals and journalists can carry out their professional roles safely and effectively is of the utmost importance.

49. In that regard, the following strategies could be implemented:

(a) Enact and implement laws and policies ensuring freedom of information and protecting freedom of expression and opinion;

(b) Put in place laws and enforcement mechanisms to counteract hate speech and incitement to hatred;

(c) Train civil servants, in particular military and law enforcement personnel, on human rights standards regarding freedom of information, transparency, whistle-blower protection and the protection of journalistic sources, and the protection of journalists in all situations, including situations of armed conflict;

(d) Enact measures to ensure that marginalized and minority groups are able to enter and be retained in the journalistic field, with financial and organizational incentives for qualified journalists to assume leadership and management positions;

(e) Make funding for infrastructure and personnel available to community and public service broadcasting entities, to ensure their outreach, in particular to rural areas, minorities and indigenous populations;

(f) Organize competitions, awards, scholarships and prizes to encourage the recognition and celebration of human rights achievements in journalism.

3. Actors

50. Responsibility for the design and delivery of appropriate human rights education strategies and activities for media professionals and journalists is shared among multiple actors, owing to the complex training systems and to the different contexts, including:

(a) Undergraduate or graduate institutes or universities, as well as human rights institutes and UNESCO Chairs for human rights education;

(b) Unions and professional and accrediting organizations of media professionals and journalists;

(c) Public and private media enterprises and their leadership, in particular company board members and editors-in-chief;

(d) Relevant legislative bodies, including human rights and other parliamentary committees and advisory groups;

(e) National human rights institutions, such as ombudspersons and human rights commissions;

(f) National, regional and international media networks;

(g) Research institutions addressing journalism;

(h) National and local human rights resource and training centres;

(i) Non-governmental organizations and other civil society actors;

(j) International and regional intergovernmental organizations.

51. The implementation of the present Plan of Action will require the close collaboration of the above-mentioned actors.

52. Other stakeholders include relevant ministries, such as ministries of information, welfare, labour, justice, women and youth; the judiciary and the legislative branch of government; cultural, social, religious and community leaders; youth organizations; indigenous peoples and minority groups; and the business community.

53. Governments have the primary responsibility for ensuring that media professionals and journalists are protected through legislation and that norms relating to freedom of opinion and expression, the protection and safety of media professionals and journalists, access to information and the media, and non-discrimination and diversity within mass media outlets are implemented and enforced.

III. Process for national implementation

54. Infusing human rights education into the primary and secondary school systems and in higher education, and the human rights training of educators, civil servants, law enforcement officials and the military, as well as media professionals and journalists, require a comprehensive strategy which builds on the national context, priorities, capacity and existing efforts. Member States will need to cooperate closely with a range of stakeholders in fulfilling the strategy; the creation of a national coalition within governmental structures and beyond could facilitate the maximization of resources and avoid duplication of efforts.

55. Three steps are proposed for the national process of planning, implementing and evaluating action in relation to the Plan of Action, consistent with the strategy proposed in the plans of action for the first and second phases of the World Programme for Human Rights Education.

Steps for implementation

56. The steps to facilitate national planning, implementation and evaluation are outlined below. Such processes should be carried out with the involvement of all relevant national actors (see sects. II C.2 and D.3 above).

57. Step 1: Undertake an assessment study on progress made during the first[10] and second phases of the World Programme and a national baseline study on human rights training for media professionals and journalists. The studies could be conducted by a governmental coordinating department, or separate studies could be undertaken in each target area by the most relevant actor(s). The studies should be widely disseminated nationally. Relevant actions include:

(a) Analysis of the current status of implementation of the first and second phases of the World Programme:

(i) Keeping in mind the strategies mentioned in section II.C above concerning human rights education in the primary and secondary school systems, in higher education and in the training of educators, civil servants, law enforcement officials and the military, collect information on and analyse the following:

- Current situation of human rights education in the primary and secondary school systems and in higher education, as well as human rights training for educators, civil servants, law enforcement officials and the military, in particular initiatives undertaken during the first and second phases of the World Programme and their shortcomings and obstacles to their implementation;
- Actors involved;
- Existing policies and legislation;
- Resources and tools used;
- Lessons learned from the first and second phases.

The information collected and analysed can be contrasted with any baseline data collected during the first and second phases in order to determine progress made.

(ii) Assess the adequacy and effectiveness of existing human rights education initiatives and identify good practice;

(iii) Consider how to build on good practice and lessons learned, and also measures that are necessary to deal with shortcomings and obstacles.

(b) Analysis of the current situation of human rights training for media professionals and journalists:

(i) Keeping in mind the strategies mentioned in section II.D above, collect information on and analyse the following:

- Current situation of human rights training for media professionals and journalists, including existing initiatives, their shortcomings and obstacles to their implementation;
- Historical and cultural contexts that may influence such training;
- Existing policies and legislation;
- Experience, resources and tools existing at the local, national, regional and international levels;

[10] With regard to the first phase, see OHCHR/UNESCO, *Human Rights Education in Primary and Secondary School Systems: A Self-assessment Guide for Governments* (HR/PUB/12/8) (New York and Geneva, United Nations, 2012).

- Actors currently involved, including media associations, higher education institutions, governmental entities, national human rights institutions, research institutes, non-governmental organizations and other civil society actors;
- Complementary efforts, such as training programmes and university education on journalism ethics and work in conflict areas.

The information collected and analysed can be used as national baseline data.

(ii) Identify good practice and lessons learned;

(iii) Determine opportunities and limitations;

(iv) Consider how to build on advantages and lessons learned, and how to use opportunities, considering also measures that are necessary to deal with shortcomings and obstacles.

58. Step 2: Develop a national strategy to enhance the implementation of the first and second phases of the World Programme and to promote human rights training for media professionals and journalists. Building on step 1, relevant actions to be taken in close consultation with, and seeking the participation of relevant stakeholders, include:

(a) Defining the basic goals for implementation;

(b) Fixing objectives using the Plan of Action as a reference;

(c) Setting priorities on the basis of the findings of the studies, taking into account the most pressing needs and/or available opportunities;

(d) Focusing on interventions leading to impact, giving priority to measures that will secure sustainable change vis-à-vis ad hoc activities;

(e) Encouraging the building of alliances and synergies among different actors;

(f) Identifying:

(i) Inputs – allocation of available human, financial and time resources;

(ii) Activities – tasks, responsibilities, time frame and indicators;

(iii) Mechanisms for coordination of the national strategy;

(iv) Outputs, such as legislation, codes of conduct, educational materials, training programmes and non-discriminatory policies;

(v) Results to be achieved.

59. Step 3: Implement, monitor and evaluate the national strategy. Relevant actions include:

(a) Disseminating the national strategy among concerned institutions and stakeholders and implementing the planned activities in cooperation with them;

(b) Monitoring implementation with regard to the identified indicators, and issuing progress reports;

(c) Adopting self-evaluation and participatory independent evaluation methods and mechanisms to review implementation, and as a means to improve and strengthen activities;

(d) Acknowledging, disseminating and noting the achievement of results.

IV. National coordination and evaluation

60. At the national level, governments should identify a relevant department as a focal point for coordinating the development, implementation, monitoring and evaluation of the national strategy, working closely with the relevant ministries and all other national actors, in particular national human rights institutions and civil society. If governments have created or designated a unit within their structure responsible for coordinating implementation of human rights education initiatives under the first and/or second phase of the World Programme, that should be taken into consideration while planning for the third phase. Every country that has not already done so is also encouraged to identify and support a resource centre for human rights education, which will be responsible for research and for collecting and disseminating related initiatives and information, such as on good practice, materials and resources, and the training of trainers.

61. The national focal point should also cooperate with the national agencies responsible for drawing up country reports for submission to the United Nations human rights mechanisms, including the treaty bodies, special procedures and the universal periodic review mechanism, and to other international or regional intergovernmental bodies[11] to ensure that progress in human rights education under the present Plan of Action is included in those reports. It should also liaise with OHCHR and share information on national progress.

62. OHCHR will undertake a midterm evaluation in 2017, for which Member States will evaluate progress under the Plan of Action and submit related information to OHCHR. At the conclusion of the third phase, in early 2020, each country will evaluate its actions and submit a final national evaluation report to OHCHR. On the basis of those reports, OHCHR will prepare a final report for the Human Rights Council in 2020.

V. International cooperation and support

63. International cooperation and assistance is to be directed towards strengthening national capacities for human rights education and training in support of the national strategy. Owing to the cross-border nature of some journalism, such collaboration might also be directed towards efforts carried out at the regional and international levels.

64. United Nations human rights mechanisms, within their specific mandates, may support national human rights education efforts under the Plan of Action. United Nations treaty bodies, when examining State party reports, may review and advise on implementation of treaty provisions relating to human rights education. Thematic and country special procedures of the Human Rights Council may review and advise on human rights education progress within their specific mandates. National human rights education efforts may also be regularly reviewed in the context of the universal periodic review mechanism.

65. International cooperation and assistance may be provided by:

(a) The United Nations system, including its specialized agencies and the United Nations University;

[11] For instance, a specific UNESCO mechanism monitors implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

(b) Professional training institutions affiliated to the United Nations, such as those concerned with social welfare; medical and health services; drugs and trafficking prevention; refugees, migration and border security; conflict prevention and peacebuilding; and criminal procedure;

(c) The United Nations-mandated University for Peace;

(d) Other international intergovernmental organizations;

(e) Regional intergovernmental organizations;

(f) Relevant international and regional professional networks, associations and trade unions;

(g) International and regional networks of higher education institutions;

(h) International and regional non-governmental organizations;

(i) International and regional human rights resource and documentation centres;

(j) International and regional financial institutions, as well as bilateral funding agencies;

(k) Multilateral and bilateral development agencies.

66. It is essential that those actors collaborate closely in order to maximize resources, avoid duplication and ensure coherence for the implementation of the Plan of Action.

67. The above-mentioned organizations and institutions may:

(a) Support governments in the elaboration, implementation and monitoring of the national strategy;

(b) Provide support to other national actors involved, in particular national and local non-governmental organizations, professional associations, higher education institutions, national human rights institutions, and other civil society organizations;

(c) Facilitate information sharing at all levels by identifying, collecting and disseminating information on good practice, for example through databases and the awarding of prizes, as well as on available materials, and relevant institutions and programmes;

(d) Support existing networks of human rights education and training actors and promote the creation of new ones at all levels;

(e) Support effective human rights training, in particular for educators and trainers, and the development of related materials based on good practice.